

Grade 1 Math Inventory

2015-2016 NYC End-of-Year Performance Tasks

Instructions

- Tasks may not be shared with students prior to administration.
- If the above-named NYC Performance Task is being administered for evaluative purposes, the End-of-Year task may be administered by the regular classroom teacher but **may not be scored** by the regular classroom teacher.
- Tasks should be administered as individual interviews.
- Administration of interviews should be conducted in intervals of 5 to 15 minutes.
- Administration may occur over several days, depending on student responses and ability to attend to the task.
- Students should be provided with paper for writing and/or planning as needed. Papers that contain student responses should be collected and scored.
- Extra manipulatives booklets for the inventory are available for download in Schoolnet under the assessment's Associated Resources section.
- Students should receive all accommodations normally provided for a class or state test.
- For complete administration information, see the MOSL Assessment Administration Handbook.

Directions: When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. ***This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.***

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	(1.NBT.1) (1) Counting on from a Number Other Than One: Say "Please start at 85 and count by ones as high as you can."	Stop students who successfully count to 120. ----- or ----- Stop the student if the counting sequence becomes incorrect. Record the last correct number. If the student does not know how to answer the question, then model for him/her. Say " Let me show you how to start counting at 62, and then you can show me how to start counting at 85. Okay, 62, 63, 64 . . . Now, can you show me how to start counting at 85? "	Correctly counts to 120 : ____ [3] Correctly counts to 110 : ____ [2] Correctly counts to 100 : ____ [1] Correctly counts to: ____ [0] Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]
<p>➡ If a student is successful¹ on Item 1, then proceed to Item 2.</p> <p>➡ If a student is not successful on Item 1, then proceed to Item 3.</p>			
Understand place value.	(2.NBT.2) (2) Skip Counting: Say "Sometimes we skip count by fives, like 5, 10, 15 . . . Please count as high as you can by fives."	Stop students who successfully count by fives to 40. ----- or ----- Stop the student when the counting sequence becomes incorrect. Record the last correct number and the type of error.	Correctly counts by fives to 40 : ____ [2] Correctly counts by fives to: ____ [1] Unable to count by fives: ____ [0]

¹In order for a student to be successful, a student must get the maximum points for each item.

➡ **Proceed to Item 3.**

Name: _____ Date: _____

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Use place value and properties of operations to add and subtract.	<p>(1.NBT.5)</p> <p>(3) Adding and Subtracting Ten: Present the student the number card (12) and say "Without counting, can you tell me what number is 10 more than 12?"</p> <p>After the student responds, ask "How do you know?"</p> <p>Then ask "Without counting, can you tell me what number is 10 less than 12?"</p> <p>After the student responds, ask "How do you know?"</p>	<p>Record the student's response and explanation in the student response column for Item 3.</p>	<p>Gives the correct answer, 22, without counting?: Y N Explanation: _____</p> <p>Gives the correct answer, 2, without counting?: Y N Explanation: _____</p> <p>No response or incorrect response: _____</p> <p>[2] - Both correct [1] - 1 correct [0] - No response or both incorrect</p>

- ➡ If a student is successful on Item 3, then proceed to Item 4.
- ➡ If a student is not successful on Item 3, then proceed to Item 5.

Name: _____ Date: _____

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	(2.NBT.8) (4) Say "Use mental math to find the answer to these problems:" (a) Add 10 to 889 (b) Add 100 to 674 (c) Subtract 10 from 521 (d) Subtract 100 from 345		(a) Gives the answer 899 ?: Y N Explanation: _____ (b) Gives the answer 774 ?: Y N Explanation: _____ (c) Gives the answer 511 ?: Y N Explanation: _____ (d) Gives the answer 245 ?: Y N Explanation: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

➡ **Proceed to Item 5.**

Name: _____ Date: _____

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Extend the counting sequence.	<p>(1.NBT.1)</p> <p>(5) Reading and Writing Numerals from 0 to 120: Present the student with the number card 70 and say "Please tell me the name of this number."</p> <p>From 0 to 120: Present the student with the number card 118 and say "Please tell me the name of this number."</p> <p>Provide the student with paper and pencil and say "Please write the number eighty." Say "Please write the number one hundred and six."</p>	Allow time in between naming numbers for students to scribe.	<p>Says 70: ____</p> <p>Says 118: ____</p> <p>Correctly writes 80: ____</p> <p>Correctly writes 106: ____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

- ➡ If a student is successful on Item 5, then proceed to Item 6.
- ➡ If a student is not successful on Item 5, then proceed to Item 7.

Name: _____ Date: _____

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.3)</p> <p>(6) Reading and Writing Numerals from 0 to 1,000: Present the student with the number card 135 and say "Please tell me the name of this number."</p> <p>Present the student with the number card 889 and say "Please tell me the name of this number."</p> <p>Provide the student with paper and pencil and say "Please write the number nine hundred seventy-two."</p> <p>Say "Please write the number four hundred and forty-five."</p>	<p>Give time between for the student to scribe each number.</p>	<p>Says 135: _____</p> <p>Says 889: _____</p> <p>Correctly writes 972: _____</p> <p>Correctly writes 445: _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

➡ **Proceed to Item 7.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(1.NBT.3)</p> <p>(7) Present the student with the number card “7___4” and symbols cards.</p> <p>(a) Say “Which number is greater?”</p> <p>After the student has identified a value, say “Please put the correct symbol between these two numbers.”</p> <p>Repeat the procedure with the following sets:</p> <p>(b) 12 ___ 18</p> <p>(c) 26 ___ 62</p> <p>(d) 57 ___ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies 7?: Y N Correctly identifies 7 > 4?: Y N</p> <p>(b) Correctly identifies 18?: Y N Correctly identifies 12 < 18?: Y N</p> <p>(c) Correctly identifies 62?: Y N Correctly identifies 26 < 62?: Y N</p> <p>(d) Correctly identifies 57 is equal to 57?: Y N Correctly identifies 57 = 57?: Y N</p> <p>[3] - Correctly identifies all 3 numbers that are "greater" and the 1 pair of numbers that are "equal" and uses the symbols correctly in all four number card sets. [2] - Correctly identifies all 4 numbers and at least 2 symbols [1] - Correctly identifies all 4 numbers [0] - No response or incorrect responses</p>

- ➡ If a student is successful on Item 7, then proceed to Item 8.
- ➡ If a student is not successful on Item 7, then proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Understand place value.	<p>(2.NBT.4)</p> <p>(8) Present the student with the number card "573__237" and the symbols cards "<," ">," and "=".</p> <p>(a) Say "Please put the correct symbol between these two numbers."</p> <p>Repeat with the following:</p> <p>(b) 273 __ 237</p> <p>(c) 579 __ 579</p> <p>(d) 766 __ 677</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>> greater than < less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies 573 > 237?: Y N (b) Correctly identifies 273 > 237?: Y N (c) Correctly identifies 579 = 579?: Y N (d) Correctly identifies 766 > 677?: Y N</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

➡ **Proceed to Item 9.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Work with addition and subtraction equations.	(1.OA.7) (9) Have counters, paper, and a pencil available for the student. (a) Present the student with the equation card " $3 + 4 = 7$ " and say "Please tell me if this number sentence is true or false." After the student responds, ask "Why is this number sentence true/false?" Record the student's response. Repeat the process with the following equations: (b) $8 + 0 = 9$ (c) $5 = 4 + 1$ (d) $2 + 4 = 4 + 2$	If the student has difficulty understanding the terms "true" and "false," repeat the instructions using the words "right" and "wrong." If the student is unable to solve the problem using mental math, say "You can use paper and pencil or counters to find the answer." Stop work on Item 9 if the student cannot correctly identify the first two pairs.	(a) $3 + 4 = 7$ is True? : Y N Response: _____ (b) $8 + 0 = 9$ is False? : Y N Response: _____ (c) $5 = 4 + 1$ is True? : Y N Response: _____ (d) $2 + 4 = 4 + 2$ is True? : Y N Response: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

- ➡ If a student is successful on Item 9, then proceed to Item 10.
- ➡ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.2)</p> <p>(10) Say "For the next task, I want you to use mental math to solve an equation (or solve a problem)."</p> <p>(a) What is $3 + 16$?"</p> <p>Repeat using the following:</p> <p>(b) $8 - 3$</p> <p>(c) $6 + 9$</p> <p>(d) $13 - 7$</p>	<p>Note the strategy that the student uses to represent each problem and record any incorrect responses.</p>	<p>(a) $3 + 16$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer ____ Other: _____ No response or incorrect response _____</p> <p>(b) $8 - 3$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other _____ No response or incorrect response _____</p> <p>(c) $6 + 9$ _____ Knows addition fact _____ Counts on _____ Composes/decomposes to derive answer ____ Other _____ No response or incorrect response _____</p> <p>(d) $13 - 7$ _____ Counts on _____ Counts up to find the difference _____ Counts down to find the difference _____ Knows addition fact for subtraction _____ Derived fact (compose/decompose) _____ Other _____ No response or incorrect response _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

➡ **Proceed to Item 11.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Represent and solve problems involving addition and subtraction.	(1.OA.1) (11) Solve Addition and Subtraction Word Problems (within 20): Have (counting) objects, paper, pencils, and crayons available for the student. Read the following to the student: (a) "Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?" Prompt: "You may write, draw, or use objects to represent the problem." (b) "Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?"	Repeat the word problems up to three times, if necessary. Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.	(a) Gives the correct response, 16 : Y N Adds 10 and 6 using an expression or equation ____ Draws a model to solve ____ Other ____ No response or incorrect response ____ (b) Gives the correct response, 9 : Y N Subtracts 3 from 12 using an expression or equation ____ Draws a model to solve ____ Adds up from 3 to 12 ____ Other ____ No response or incorrect response ____ [2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect

- ➡ If a student is successful on Item 11, then proceed to Item 12.
- ➡ If a student is not successful on Item 11, then this is the end of the inventory task for this student.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
Add and subtract within 20.	<p>(2.OA.1)</p> <p>(12) Solve Addition and Subtraction Word Problems (within 100): Have paper and pencils available for the student.</p> <p>Read the following to the student:</p> <p>(a) "Carly has 39 pencils. She gives her friend 18 of the pencils. How many pencils does Carly have left?"</p> <p>(b) "Wilson bought 11 baseball cards on Monday, 16 cards on Tuesday, and 13 cards on Wednesday. He gave his brother 9 of his baseball cards. How many baseball cards does Wilson have now?"</p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a)</p> <p>Gives the correct response, 21: Y N</p> <p>Subtracts 39 from 18 using an expression or equation ____</p> <p>Draws a model to solve ____</p> <p>Adds up from 18 to 39 ____</p> <p>Other ____</p> <p>No response or incorrect response ____</p> <p>(b)</p> <p>Gives the correct response, 31: Y N</p> <p>Adds 11, 16, and 13, then subtracts 9 using an expression or equation ____</p> <p>Draws a model to solve ____</p> <p>Other ____</p> <p>No response or incorrect response ____</p> <p>[2] - 2 correct responses</p> <p>[1] - 1 correct response</p> <p>[0] - No response or both incorrect</p>

➡ **This is the end of the inventory task.**